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ABSTRACT

This document provides the Behavioral Checklist of Infant/Toddler Care-Provider Competencies which was developed to evaluate competencies of care-providers as well as to serve as an assessment tool for self-evaluation. Information which met the criteria of sound child development principles and operations critical to child care was incorporated into the list. The competencies were stated in behavioral terms and organized into 15 categories. Content validity was established by a panel of 12 experts in infant/toddler care who reviewed the competencies for clarity and relevancy. A revised instrument, which has been utilized in private and university infant/toddler center care programs, provides for self-assessment, training, and external evaluation. The 15 original categories have been reduced to seven; the competencies have been stated in more specific behavioral terms; some competencies have been deleted to eliminate redundancy; several competencies have been added to provide completeness; competencies which apply primarily to directors have been grouped and separated from the rest; and a format for identifying attainment of a particular competency has been added. (Author/DB)

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BEHAVIORAL CHECKLIST OF INFANT/TODDLER CARE-PROVIDER COMPETENCIES

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BEHAVIORAL CHECKLIST OF INFANT/TODDLER CARE-PROVIDER COMPETENCIES

INTRODUCTION

The Behavioral Checklist of Infant/Toddler Care-Provider Competencies was developed at Southern Illinois University - Carbondale. It can be used to evaluate competencies of care-providers as well as serve as an assessment tool for self-evaluation.

The list of competencies was first developed by Lindahl (1978) in an attempt to compile a complete, valid, and measurable list of competencies needed by care-providers in center-based programs. A behavioral list was devised because it allowed for more accurate measurement of behavior.

Lindahl first gathered information from government documents, licensing standards, training manuals, books, articles and reports pertaining to infant/toddler care to identify competencies pertinent to care of very young children. Information which met the criteria of sound child development principles and operations critical to child care was incorporated into the competencies. The second step involved stating the competencies in behavioral terms, and then subdividing and organizing them into fifteen categories, modified from ABCI and ABCII, (Honig and Lally, 1973). Content validity was established by a panel of twelve experts in infant/toddler care who reviewed them for clarity and relevancy.

The instrument has since been utilized in private and university infant/toddler center care programs for self-assessment, training and external evaluation. The instrument as developed by Lindahl has been modified and revised as it has been operationalized. Specifically, the fifteen original categories have been reduced to seven; the competencies have been stated in more specific behavioral terms; some competencies have been deleted to eliminate redundancy; several competencies have been added to provide competeness; competencies which apply primarily to directors have been grouped together and separated; and a format for identifying attainment of a particular competency has been added.

The revised instrument is a comprehensive, practical, and usable instrument. It can be used in public or private infant/toddler center care programs, and for the most part in family care homes.

REFERENCES

Honig, A., and Lally, J.R., Assessing Teacher Behaviors with Infants in Day Care. New York: Syracuse University Children's Center, 1973. (ERIC Document Reproduction Service No. ED075505).

Lindahl, M.J. Development of an Infant Caregiver Competency List. Carbondale, Illinois: Southern Illinois University, 1978.

NAME: _____

DATE: _____

RATER: _____

TIME: _____

BEHAVIORAL CHECKLIST OF INFANT/TODDLER CARE-PROVIDER COMPETENCIES

THE CARE-PROVIDER:	NEEDS IMPROVEMENT	COMPETENT	NO EVIDENCE
I. Responds accurately to the physical and developmental needs of the child.			
A. Responds accurately to the physical needs of a child.			
1. Performs daily health checks identifying any change in the child's normal appearance, (e.g. observes a child's swollen glands; records the fact and informs parents).	☐	☐	☐
2. Patiently feeds a child using techniques appropriate to the particular stage of development, (e.g. serves finger foods at the toddler stage).	☐	☐	☐
3. Introduces at the appropriate stage of development solid foods in a manner acceptable to the child, using appropriate utensils and proper positioning.	☐	☐	☐
4. Substitutes the bottle for a cup when appropriate for the child, (e.g. gradually substitutes a cup for a bottle at a time when a child can imitate adult eating actions).	☐	☐	☐
5. Communicates warmth and interest when attending to the physical needs of a child.	☐	☐	☐
6. Records accurately the amount of food served to the child and the amount consumed by the child.	☐	☐	☐

THE CARE-PROVIDER:	NEEDS IMPROVEME	COMPETENT	NO EVIDENCE
7. Recognizes individual expressions of fatigue, (e.g. arranges a nap for an irritable child).	☐	☐	☐
8. Decreases stimuli in the environment in order to provide transition to sleep,(e.g. plays peaceful music).	☐	☐	☐
9. Recognizes the best time, conditions and/or readiness when starting toilet training.	☐	☐	☐
10. Coordinates toilet training efforts between home and center.	☐	☐	☐
11. Bathes infants using safety and convenience principles, making the experience both enjoyable and educational.	☐	☐	☐
12. Dresses and undresses infants, making the process fun and a learning experience.	☐	☐	☐
13. Diapers infants often to maintain cleanliness, and records when diapering occurred.	☐	☐	☐
14. Administers medication at a proper time under a physician's supervision.	☐	☐	☐
15. Identifies deviations from the well and happy child and utilizes proper procedures when illness is involved.	☐	☐	☐
B. Responds accurately to the developmental needs of a child.			
1. Balances custodial and developmental activities during the course of a day while serving the individual needs of a child.	☐	☐	☐
2. Reads information from a child's records and uses it in planning effectively to meet each child's needs.	☐	☐	☐
3. Uses play to promote appropriate behavior.	☐	☐	☐
4. Provides playthings and activities appropriate to various stages of development, interspersed with playthings and activities sufficiently advanced to encourage development to the next successive stage.	☐	☐	☐

THE CARE-PROVIDER:	NEEDS IMPROVEMENT	COMPETENT	NO EVIDENCE
5. Provides opportunities for a child to engage in various types of play, including solitary, parallel, group and fantasy play.	☐	☐	☐
6. Provides developmental stimulation while performing physical care,(e.g. talksto a child when feeding).	☐	☐	☐
7. Initiates and allows a child to utilize self-help skills whenever possible, (e.g. encourages child to put on sock).	☐	☐	☐
8. Recognizes and attendsto developmental changes and everyday occurrences that may result in sleep disturbances, (e.g. readsto a child before napping if he resists sleeping).	☐	☐	☐
9. Designs programs and activities to facilitate a relaxed atmosphere.	☐	☐	☐
10. Plans and provides experiences that perpetuate cultural and racial individuality when child's development is not jeopardized.	☐	☐	☐
11. Provides attention to several children during a free play situation moving around the room tending to each child's needs, (e.g. helps one child string beads and fit a puzzle piece in various places).	☐	☐	☐
12. Rotates the use of play materials to retain the interest of the children and direct skills in an advancing manner.	☐	☐	☐
II. Provides activities and responses which promote the optimum development of the child.			
A. Provides activities and responses which promote language development.			
1. Engages in activities that encourage the child to make a variety of sounds (e.g. singsand repeatsnursery rhymes).	☐	☐	☐
2. Identifies opportunites to talk with the child while doing daily routines.	☐	☐	☐

THE CARE-PROVIDER:	NEEDS IMPROVEMENT	COMPETENT	NO EVIDENCE
3. Talks with the child using appropriate language skills and a positive warm voice.	☐	☐	☐
4. Participates in mutual imitation exercies, (e.g. repeats newly acquired sounds, such as "ma-ma").	☐	☐	☐
5. Assesses the child's stage of development and provides appropriate language activities, (e.g. repeats words for objects when child points to object).	☐	☐	☐
6. Responds with a question to a child who uses gestures to take the place of language, (e.g. asks the child what he wants when he points to an object).	☐	☐	☐
7. Performs a variety of expressions and intonations of voice, using language as a way of showing different feelings people have.	☐	☐	☐
8. Talks to infants using simple statements when providing a variety of new information for infants.	☐	☐	☐
9. Provides equipment, such as records and musical instruments, to stimulate vocal responses.	☐	☐	☐
10. Assists the child in connecting sounds with appropriate words, (e.g. connect the sounds "ma-ma" to mother).	☐	☐	☐
11. Acts as a model helping a child form appropriate word combinations when he experiments with them, (e.g. "you want to go outside?", when a child says "outside go").	☐	☐	☐
12. Helps a child associate appropriate words with symbols or action.	☐	☐	☐
C. Provides activities and responses which promote social/emotional development.			
1. Demonstrates responses to a child which promotes a sense of trust toward care-provider, (e.g. responds promptly to a crying child).	☐	☐	☐
2. Provides a variety of activities to encourage the child to develop increasingly mature behaviors and attitudes, (e.g. allows a child to use the spoon to self-feed).	☐	☐	☐

THE CARE-PROVIDER:	NEEDS IMPROVEMENT	COMPETENT	NO EVIDENCE
3. Permits babies to explore their bodies, (e.g. allows a child to touch the genitals during the diaper changes.	☐	☐	☐
4. Provides tactile stimulation, (e.g. holds a baby while feeding the baby a bottle).	☐	☐	☐
5. Provides experiences which assists the child in establishing sex role identity which meets individual needs and blends with social expectations, (e.g. allows boys to play with dolls and girls to play with trucks).	☐	☐	☐
6. Responds positively to a child who initiates social contact, (e.g. praises a child who has just asked another child to play ball).	☐	☐	☐
7. Helps a child to understand in a variety of ways that others differ in their feelings and observations.	☐	☐	☐
8. Patiently demonstrates a variety of positive ways to gain attention, (e.g. shows a child how to ask for help rather than cry for help).	☐	☐	☐
9. Reinforces in a variety of ways a child's positive emotional behavior by imitating him, increasing stimulation, smiling, etc., so as to provide the child with a variety of ways to express emotions.	☐	☐	☐
10. Encourages and reinforces with verbal and nonverbal praise, smiling and laughing from a baby.	☐	☐	☐
11. Allows a child to be alone when he indicates a genuine desire.	☐	☐	☐
12. Provides opportunities and corrective feedback for a child to learn to compete in socially acceptable ways with others.	☐	☐	☐
13. Communicates ideas and intentions verbally and nonverbally leaving a child feeling good and avoiding illiciting undesireable emotional behavior.	☐	☐	☐
14. Sincerely compliments a child for the purpose of building positive self concepts, (e.g. notice and compliments a child who has new clothing).	☐	☐	☐

THE CARE-PROVIDER:	NEEDS IMPROVEMENT	COMPETENT	NO EVIDENCE
15. Provides opportunities for a child to witness and participate in adult activities, (e.g. allows a child to watch the folding of laundry).	☐	☐	☐
16. Helps a child become aware of the consequences of his behavior to promote value clarification, (e.g. tells a child that hitting another child is painful for that child).	☐	☐	☐
17. Differentiates between different types of crying and responds appropriately, (e.g. responds by holding and reassuring a child who cries because of loneliness; feeds a child who is hungry).	☐	☐	☐
18. Recognizes separation anxiety and intervenes to reassure the child that reunion will occur, (e.g. holds and soothes a child whose mother departs; gradually introduces a new care-provider and allows a child to have some contact with familiar people).	☐	☐	☐
19. Introduces and allows a child to use self-chosen substitutes in coping with stress, (e.g. allows a child to hold favorite blanket when he misses his mother).	☐	☐	☐
D. Provides activities and responses which promote physical development.			
1. Participates in and provides various activities which promote physical movement appropriate to a child's stage of development for large and small muscles, (e.g. provides adequate space for a child who is learning to crawl).	☐	☐	☐
2. Recognizes normal reflexes of a child and uses the presence and/or absence of reflexes as a gauge of normal development, (e.g. touches a newborn baby's cheek to see if he turns his head in that direction).	☐	☐	☐
3. Provides opportunities for a child to practice new skills, (e.g. provides support for a child who is learning to sit).	☐	☐	☐

THE CARE-PROVIDER:	NEEDS IMPROVEME	COMPETENT	NO EVIDENCE
4. Selects and provides equipment which stimulates a child's interest in practicing physical skills, (e.g. provides a small slide for a child who is learning to use stairs).	☐	☐	☐
E. Provides activities and responses which stimulate the senses.			
1. Provides changes and variety in sensory experiences, (e.g. provides variety in a child's visual surroundings by moving the child from place to place during the day).	☐	☐	☐
2. Encourages a child to use his senses, (e.g. prompts a child to touch a flower and smell it).	☐	☐	☐
3. Uses the sensory stimulation properties of a variety of activities and materials, (e.g. introduces building blocks to a child and encourages him to feel the smooth texture and notice the various colors).	☐	☐	☐
III. Demonstrates effective management of child's behavior and communicates effectively with the child.			
A. Utilizes principles of behavior management with children when appropriate.			
1. Uses genuine positive reinforcement in a variety of ways to obtain or increase desirable, pleasing, and socially acceptable behavior.	☐	☐	☐
2. Distracts the child when appropriate (e.g. provides a toy for a child who wants a valuable object).	☐	☐	☐
3. Ignores some behaviors which are not safety hazards for other children, (e.g. ignores the child who cries for attention).	☐	☐	☐
4. Explains to a child why certain behaviors are not acceptable, (e.g. explains that hitting a child is not acceptable because it can hurt someone).	☐	☐	☐
5. Demonstrates acceptable behavior to a child, (e.g. shows a child how to ask for a toy rather than hit someone to obtain it).	☐	☐	☐

THE CARE-PROVIDER:	NEEDS IMPROVEMENT	COMPETENT	NO EVIDENCE
6. Uses short "time-outs" or "sit and watch" when explaining does not work, (e.g. removes the child from a situation for a short period of time when other techniques do not work).	☐	☐	☐
B. Communicates effectively with the child.			
1. Listens to the child, (e.g. responds accurately to the child's words).	☐	☐	☐
2. Maintains eye contact with the child, (e.g. looks at a child while conversing).	☐	☐	☐
3. Provides non-verbal cues appropriate to the situation.	☐	☐	☐
4. Speaks with a pleasant tone of voice.	☐	☐	☐
5. Converses with a child in the process of asking and answering simple questions.	☐	☐	☐
6. Maintains a steady voice.	☐	☐	☐
IV. Demonstrates accuracy in administering assessment instrument and interpreting the results.			
A. Demonstrates accuracy in administering assessment instruments.			
1. Administers accurately assessment instruments that measure general developmental status, (e.g. Denver Developmental Screening Test).	☐	☐	☐
2. Arranges for qualified external assessments, when appropriate, (e.g. contacts local testors and arranges for hearing test).	☐	☐	☐
B. Demonstrates accurate interpretation of the results of the assessment.			
1. Interprets test results to parents and others concerned with a child's development.	☐	☐	☐
2. Interprets test results accurately plans for an individual child's program development.	☐	☐	☐

THE CARE-PROVIDER:	NEEDS IMPROVEMENT	COMPETENT	NO EVIDENCE
V. Demonstrates ability to work effectively with parents.			
1. Effectively communicates information verbally and in written form to parents.	☐	☐	☐
2. Utilizes parents as a resource to gather information about the child, (e.g. questions a parent about how well his or her child slept the night before).	☐	☐	☐
3. Plans and conducts parent education workshops.	☐	☐	☐
4. Provides parents with specific developmental activities to do with a child at home.	☐	☐	☐
5. Develops a sense of trust while working with parents by demonstrating concern for the child.	☐	☐	☐
6. Uses tactful ways to guide parents in improving their parenting skills, (e.g. encourages a parent who yells at a child to use another technique).	☐	☐	☐
7. Guides parents to resources that benefit the child, (e.g. gives parent a list of books appropriate to the age of the child).	☐	☐	☐
8. Helps parents become aware of consequences of their behavior to promote value certification, (e.g. informs a parent about the possible outcomes of letting a three-month-old "cry-it-out").	☐	☐	☐
9. Helps a parent feel they are a part of their child's development, (e.g. shares an accomplishment their child achieved that day).	☐	☐	☐
10. Acknowledges the parent's positive childrearing techniques (compliments a parent who explains rather than yells to a child).	☐	☐	☐
11. Communicates with parent and related agencies to provide consistency in the care of a special child.	☐	☐	☐

THE CARE-PROVIDER:	NEEDS IMPROVEMENT	COMPETENT	NO EVIDENCE
VI. Exhibits personal qualities which reflect professionalism.			
A. Exhibits physical qualities which reflect professionalism.			
1. Uses good personal hygiene practices.	☐	☐	☐
2. Maintains physical healthiness and stamina.	☐	☐	☐
3. Dresses appropriately.	☐	☐	☐
B. Exhibits interpersonal qualities which reflect professionalism.			
1. Uses common courtesies with adults and children, (e.g. says "thank you" and knows when to provide privacy).	☐	☐	☐
2. Demonstrates patience.	☐	☐	☐
3. Demonstrates love and affection for children.	☐	☐	☐
4. Responds to difficult situations with humor.	☐	☐	☐
5. Demonstrates creativity, (e.g. prepares bulletin boards, toys, games, etc.).	☐	☐	☐
6. Shows emotional stability and maturity.	☐	☐	☐
7. Changes actions and/or plans when beneficial to children and co-workers.	☐	☐	☐
8. Demonstrates dependability, (e.g. arrives at work on time).	☐	☐	☐
9. Respects the rights and integrity of others.	☐	☐	☐
10. Assumes all responsibilities involved in care for children.	☐	☐	☐
11. Cooperates with fellow workers or people involved in the care of children to ensure a positive working environment.	☐	☐	☐
12. Actively pursues personal and professional growth.	☐	☐	☐

THE CARE-PROVIDER:	NEEDS IMPROVEMENT	COMPETENT	NO EVIDENCE
13. Recognizes consequences of one's own behavior.	☐	☐	☐
14. Accepts constructive criticism and works toward changes.	☐	☐	☐
15. Maintains an interest in in-service training opportunities to enhance and expand knowledge and skills regarding children by participating in the sessions.	☐	☐	☐
ADDITIONAL COMPETENCIES FOR CARE-PROVIDERS IN SUPERVISORY POSITIONS			
VII. Demonstrates administrative skills when operating child care facility.			
A. Applies licensing standards and other compliance standards to the operations of an infant facility.			
1. Translates, interprets and applies licensing standards in the child care situation.	☐	☐	☐
2. Anticipates and applies for renewal of licensing at appropriate times.	☐	☐	☐
3. Assesses the need for public liability insurance.	☐	☐	☐
4. Evalutates, chooses, and buys appropriate insurance to meet the needs of the chid care facility.	☐	☐	☐
5. Defines legal responsibility of parents and child care personnel when children move to and from home to facility, and identifies procedure for compliance.	☐	☐	☐
6. Maintains standards for drivers and upkeep of vehicles, when appropriate.	☐	☐	☐
7. Defines legal responsibility and procedures of staff when taking field trips.	☐	☐	☐
B. Applies management principles to purchasing and maintaining supplies in an infant facility.			
1. Develops and maintains an adequate supply of materials used at the center.	☐	☐	☐

THE CARE-PROVIDER:	NEEDS IMPROVEMENT	COMPETENT	NO EVIDENCE
2. Shops for food and supplies using consumer management principles, (e.g. buys fruits in season.	☐	☐	☐
3. Evaluates supplies according to their need and cost.	☐	☐	☐
C. Applies managment principles to staff operations of a child care facility.			
1. Implements program and personnel operating policies for the center.	☐	☐	☐
2. Designs and utilizes a system to evaluate the center program.	☐	☐	☐
3. Evaluates credentials of potential employees in relation to personnel qualifications.	☐	☐	☐
4. Maintains personnel records.	☐	☐	☐
5. Trains new care-providers with respect to policies and routines, (e.g. sleeping, diapering, feeding, etc.,), and familiarizes them with children and the environment.	☐	☐	☐
6. Develops a staffing plan which enables staff to provide continuity of care and supervision to the children.	☐	☐	☐
7. Provides appropriate staff/child ratio as specified by state licensing.	☐	☐	☐
8. Schedules staff duties guaranteeing all tasks are performed in a proper time and manner.	☐	☐	☐
9. Evalutates and discusses on an individual basis the job performance of staff in relation to the job description and task lists.	☐	☐	☐
10. Organizes and operationalizes staff meetings.	☐	☐	☐
11. Organizes a system for giving prospective employees information about the center.	☐	☐	☐
12. Helps personnel become aware of consequences of their behavior to promote value clarification, (e.g. informs	☐	☐	☐

THE CARE-PROVIDER:	NEEDS IMPROVEMENT	COMPETENT	NO EVIDENCE
staff of the implications of making disgustful faces when changing diapers).	☐	☐	☐
13. Assists personnel at appropriate times.	☐	☐	☐
D. Applies management principles to enrolling and maintaining children in the infant facility.			
1. Screens, admits, and enrolls children into the program.	☐	☐	☐
2. Identifies children with special needs and counsels them to other available services when the program cannot meet their needs.	☐	☐	☐
3. Compiles and updates individual records for each child: health records, daily logs, developmental progress, etc.	☐	☐	☐
4. Identifies deficiencies in immunization patterns from records and consults parents.	☐	☐	☐
5. Establishes a bookkeeping system that will stand an audit and tax form preparation.	☐	☐	☐
6. Establishes budgeting system and follows it.	☐	☐	☐
7. Assesses and collects fees from parents.	☐	☐	☐
E. Plans, prepares and serves nutritious meals and snacks.			
1. Plans nutritious meals for children appropriate at different stages of development, (e.g. serves formula to a three-month-old child, and carrot sticks, small strips of meat and apple pieces to a one-year-old child).	☐	☐	☐
2. Plans special diets for children who are sick as well as children with special needs.	☐	☐	☐
3. Provides meals and snacks of quality and quantity to supplement food served at home and maintain recommended	☐	☐	☐

THE CARE-PROVIDER:	NEEDS IMPROVEMENT	COMPETENT	NO EVIDENCE
daily food allowances.			
4. Stores food to maintain quality and conserve energy expenditure at the time of use, (e.g. stores fresh potatoes in a dry bin near the first place of preparation).	☐	☐	☐
5. Maintains personal cleanliness when preparing foods, (e.g. washes hands properly before peeling carrots).	☐	☐	☐
6. Prepares meals and snacks for center personnel when in conjunction with center policy.	☐	☐	☐
F. Maintains positive relationships with related groups.			
1. Organizes and operationalizes an advisory counsel.	☐	☐	☐
2. Acquires and maintains working relationships with other centers in the area.	☐	☐	☐
3. Develops ways to encourage the public to visit the center.	☐	☐	☐
4. Works in conjunction with the philosophy and policies of the governing board.	☐	☐	☐
G. Plans and provides a program which meets the child's needs.			
1. Writespolicies and plan activities consistent with program goals and state licensing regulations.	☐	☐	☐
2. Workstoward programatic goals by keeping policies and activities consistent.	☐	☐	☐
3. Adapts practice and programs to compensate for children with special needs.	☐	☐	☐
4. Uses consistency and repetition as a means to facilitate new learning.	☐	☐	☐
VIII. Provides and maintains a healthy and safe environment.			

THE CARE-PROVIDER:	NEEDS IMPROVEMENT	COMPETENT	NO EVIDENCE
A. Provides and maintains a healthy environment.			
1. Acquires public health analysis of water supply and corrects existing problems to provide sanitary water supply.	☐	☐	☐
2. Maintains conditions to enforce the control of insects and rodents.	☐	☐	☐
3. Controls the collection and disposal of garbage and refuse within the center to prevent the transmission of disease, creation of nuisance, fire hazards, and harborage of insects.	☐	☐	☐
4. Recognizes and plans for house cleaning tasks as needed or as scheduled to maintain proper sanitation.	☐	☐	☐
5. Plans and designs isolation areas for children who become sick at the center.	☐	☐	☐
6. Interprets and translates medical consultation and direction for children as given by health consultant or a child's physician, (e.g. helps a child do special exercises to strengthen his or her leg muscles as suggested by the physician).	☐	☐	☐
7. Establishes procedures for medical care.	☐	☐	☐
B. Provides and maintains a safe environment.			
1. Designs children's areas so that older children's presence does not interfere with the needs and care of younger children.	☐	☐	☐
2. Plans and updates storage and play area arrangements maintaining safety, convenience, and maximum use principles.	☐	☐	☐
3. Recognizes defects in toys and manipulative materials, and repairs, or arranges for their repair.	☐	☐	☐
4. Keeps facilities and equipment safe so as not to expose children to hazardous conditions.	☐	☐	☐

THE CARE-PROVIDER:	NEEDS IMPROVEMENT	COMPETENT	NO EVIDENCE
5. Controls, mediates, and interprets the environment so that the infant receives stimulation with protection, (e.g. stores medication out of children's reach).	☐	☐	☐